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ENGLISH DEGREE



APPLIED RESEARCH

"Trace study for graduates of the English degree from the English department, at Universidad Nacional Autonoma de Nicaragua, (UNAN-Managua), 2011 and 2013 cohort, plan of study 1999."

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TOPIC

Follow up study of graduates of the English degree from the faculty of education and languages, at Universidad Nacional Autónoma de Nicaragua, (UNAN-Managua), 2011 to 2013 cohort, plan of study 1999.

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GENERAL OBJECTIVE

To identify the weaknesses and strengths presented on the 1999 plan of study,
from the English Department at UNAN-Managua

SPECIFIC OBJECTIVES

- To evaluate the quality of the plan of study in relation to students' academic needs in regards to the labor market and work performance.
- To analyze the information related to the graduates job condition.
- To identify the graduates needs of additional training.
- To assess the graduates' satisfaction in regards to their education, (plan of study 1999).
- To verify whether the university mission is reflected on the personal fulfillment of the graduates and their social commitment.

INTRODUCTION

The main objective of universities is to prepare students not only for a specific labor market, but also for being competitive in the world. For achieving this goal these entities must decide carefully what and how students have to be taught by designing every major's curriculum and program. It is not an easy task for the people in charge if it; after all, they need to know what the labor market demands, what competences university graduates must achieve, what skills they need, what topics or languages they should have a good command of, etc.

Universities can apply one kind of research known as ***Tracer Studies*** to collect information about graduates' professional and personal carrier. Tracer studies main purpose is to incorporate improvements into the program of universities or higher education institutions (GRADUA2 Network, 2006) So that graduates are the source of information that prove if the studies received were significative or not.

It was decided to conduct a tracer study of the graduate's 2011 to 2013 cohort, plan of study 1999, from the English department at UNAN-Managua, to identify the weaknesses and strengths of the program, and evaluate how it influenced graduates job condition. This information may be useful to university authorities, whose main responsibility is to make decisions about the different plans of study, to obtain information about indicators on the quality of education, and in that way, incorporate improvements into the institutional effectiveness programs of the English department at UNAN-Managua. Since it would provide relevant data about the graduate's labor market, performance and their opinion regarding the plan of study 1999.

JUSTIFICATION

In the context of evaluation, tracer studies are vitally important aids for universities since the professional and personal performance of their alumni provides indicators about the quality and efficiency of higher education. Today, universities have to be aware of how graduates access the labor market, if they want to improve their teaching and training offering, they need to take into consideration whether the plan of study that covered certain cohort has been useful for the graduates. This will at the end underline to certain extent the university quality.

According to Ruiz (2011), trace studies identify the weaknesses and strengths of the plan of studies and curriculum from every major in the university and allow us to have a complete understanding of the balance between the professional demand from the higher education institutions and the labor market. (Ruiz, 2011)

Background information

There is lack of reliable information associated to tracer studies and most institutions do not conduct this type of research which implies they are getting limited feedback about their performance. There is no much information about tracer studies in Central America. Universities in our country do not usually dedicate to this type of research either.

UNAN-Managua has never conducted a trace study to evaluate the program that the English department had used for years (1999 program) yet, the program was changed without first evaluating the weaknesses and strengths it had. For that reason this proposal has been created. One of the first proposals for this kind of studies was created by Juan Alberto Triguero Álvarez., María Erminia Flores López, Yelsin Auxiliadora Ramírez Cruz, *Alexandra Massiel Rivera Suárez*, *Asdrubal Oswaldo Canelo Castillo* and *Glenda Fidelina Silva Alonso* (all of them graduated from UNAN) and the project they created is a bridge that facilitates further researches as this one.

Research questions

- Are students from the English Degree at UNAN, Managua, cohort 2011 to 2013, working? If so, is their work linked with the graduates 'profile?
- Is the plan of study relevant to the kind of work they have?
- What kind of competences do they need to be proficient in their jobs?
- What are the skills they have developed, as a result of their studies at UNAN, Managua?
- Is the graduate satisfied with the job?
- Are all the contents of the curriculum useful in their jobs?
- What kind of conditions are they working on?

Theoretical framework

There are different types of researches with different objectives, but there is one in specific that is used to collect information about graduates' professional, personal and social development. This kind of research is called ***Tracer Study*** also known as follow up study.

Concept

The ILO Thesaurus 2005 defines a tracer study as an impact assessment tool where the "Impact on target groups is traced back to specific elements of a project or program so that Effective and ineffective project components may be identified." In educational research the Tracer study is sometimes referred to as a graduate or alumni survey since its target group are form students.

Schomburg (2003, p.36) notes that graduate surveys are popular for "analysis of the relationship between higher education and work." They provide quantitative-structural data on employment and career, the character of work and related competencies, and information on the professional orientation and experiences of their graduates.

According to Cohen (2004), Tracer Studies are not a new methodology; they are an approach that can be used to find out more about a program and its participants.

“Trace Study starts from the objectives, goals and context of a program and sets out to learn from what is there – especially from the kinds of personal outcomes that participants reveal” (Cohen, 2004).

Tracers study is an approach which widely being used in most organization especially in the educational institutions to track and to keep records of their students once they have graduated from the institution. It is the follow-up of graduates of higher education or institutes. Its Aim is to evaluate ones progress up to the time he or she gets a job. This study assesses the availability and quality of graduates. It is develop to answer the change in industry and corporate world by integrating the higher education institutions with labor market. There seen as a management tool for planning and monitoring of training programs. A simple tool designed to measure the relevance of vocational training. They provide information for grammatical changes and review of training curricula. It also help to monitor the delivery of training. This is used when one wants to follow up the development of certain conditions or particular sets of people. Tracer study is a form of development or longitudinal study.

Purpose

The main purpose of those studies is to incorporate improvements into the institutional effectiveness program of universities or higher education institutions by collecting information on graduates' professional and personal carrier. (GRADUA2 Network, 2006)

According to GRADUA2 Network (2006) there are some examples of how these studies can be used.

- To assess the relevance and quality of the academic curricula.
- To improve curricula design.
- To help students chose a degree.
- To link up with alumni.
- To obtain indicators on the quality of education.
- To assess the graduates' satisfaction with regard to their education.
- To make better marketing decisions.
- To know the level of graduates' entry into the labor market and find out about their professional carriers.
- To meet employers' needs.
- To design adequate postgraduate and lifelong training programs.
- To assess the accuracy of graduates' education with regard to their work.
- To verify whether the university mission is reflected in the personal fulfillment of the graduates and their social commitment.

Other reasons why these researches are applied is first of all because universities need to be accredited. “Institutions are often forced to seek accreditation not only in order to gain credibility in the education market, but also to benefit from public or private subsidies (trusts) according to these perspectives, graduate follow up studies are keys to providing the information required to generate accreditation records” (GRADUA2 Network, 2006). Secondly, because of university affiliation “from the perspective of human resources management, graduate networks, established and consolidated by means of graduate trace studies, help to maintain relations with companies and facilitate new graduates’ placement. (GRADUA2 Network, 2006)

What is going to be traced?

To carry out a Tracer Study, a number of questions need to be answered. The following is just a set of questions, but they could be as many as needed.

What are the objectives of the study?

Will the whole program be studied or just one aspect of it?

What will be the studied cohort (that is: how many years)?

Will it be possible to trace a majority of participants?

How many former participants will the study include?

Are findings going to be compared between program and non-program informants?

What resources are available for the study in terms of timing, money, and staff?

Who is going to design the study?

Those studies collect information about graduates' professional, personal and social development. They ask questions mainly in the following three areas:

- The higher education background.
- The labor market.
- The employment situation.

Most of the time the information is collected through a questionnaire which is designed according to all the data that needs to be gathered in order to know what are the weaknesses and strengths of a specific program.

Level of Satisfaction

The quality of higher education institutions can be evaluated from different perspectives, including the students' point of view. To find out this particular aspect, it is necessary to interview students because they are the ones who received educational training and also the consequences of its quality. It is important to point out that student satisfaction is the main axis in every educational process where teaching is its main target

Definition of satisfaction

“Satisfaction is a summary, affective and variable intensity response centered on specific aspects of acquisition and/or consumption and which takes place at the precise moment when the individual evaluates the objectives” (**Giese and Cote, 2000, p.3**).

Definition of student satisfaction

A term “student satisfaction” can be explained in many ways:

Kaldenberg et al. (1998) discussed and found that in the college, student satisfaction was driven by evaluating the quality of coursework and other curriculum activities and other factors related to the university. Lecturers should treat students with sensitivity and sympathy, and assistance should be provided when necessary. Even simple listening is appreciated.

Elliot and Healy (2001) proposed student satisfaction is a short-term attitude, derived from the evaluation of the received education service.

Internally, the quality of a university can be determined by the evaluation made by its own graduates, **ASEAN Journal of Open and Distance Learning ; Vol. 2 No. 1 (2010)**

Student satisfaction level has been found to be one of the factors that affects the quality and overall effectiveness of a university program (**Aitken, 1982; Astin, Korn, & Green, 1987; Bailey, Bauman, & Lata, 1998; Love, 1993; Suen, 1983**). It has been identified as a factor that affects student recruitment and retention (**Hatcher, et al., 1992; Love, 1993**).

This basically implies that the higher the level of satisfaction with the educational environment, the higher the likelihood that the student will stay at the educational institution and recommend the institution to others. As a result, student satisfaction has been integrated as a part of the discussion in respect of institutional effectiveness and student outcomes (**Astin, Korn, & Green, 1987; Bailey, Bauman, & Lata, 1998**).

Service Quality in Higher Education

Generalities

There is a considerable debate about the best way to define service quality in higher education (**Becket &Brookes, 2006**). According to Cheng and Tam (**1997, p.23**) *“Education quality is a rather vague and controversial concept”*.

There are many ways to define quality in higher education; it depends on stakeholders' commitment of quality and the overall culture of the university. Stakeholders include students, their parents, the local community, society, and the government (**Harvey and Green, 1993**).

Service quality of the education is the exclusivity of experiences student engage in as part of their whole person development (**Roland, 2008**). However, it is found “universities are increasingly finding themselves in environment that is conducive to understanding the role and importance of service quality” (**Shank et al., 1995**).

The extent to which indicators of quality have shaped both the politics of Higher Education and institutional priorities is not a new phenomenon (**Patrick and Stanley, 1998**).

There are several studies done in past which shows that various service quality of higher education leads to student satisfaction. In Addition, there several authors that classify service quality in different ways, some authors say there are eight dimensions of service quality, others mention seven dimensions, and a few say there are only five, and so on.

Indicators of service quality

Afjal et al. (2009) reported Design, Delivery and Assessment, Academic facilities, Non-academic facilities, Recognition, Guidance, Student representation, Study opportunities and Group size are the eight dimensions that determine the service quality of the higher education. **Firdaus (2005)** pointed out the non-academic aspects, academic aspects, program issues, access and reputation are determinants of service quality in Higher Education. He categorized 5 determinants of service quality in higher education. They are non-academic aspect, academic aspect, reputation, access and program issues:

1. **Non-academic aspects:** This aspect relates to the duties that are carried out by non-academic staff.

2. **Academic aspects:** It consists of the items that describe the factor that are solely the responsibilities of academics (instructor).

Bitner & Zeithaml (1996) have discussed that the communication skills of teaching staff, the effective interaction between staff and students can help students achieve study objectives, leading to higher student satisfaction, The educational intervention in schools that has more impact on student learning than any other involves improving formative assessment and especially the provision of more, better and faster feedback on student work (**Black and Wiliam, 1998; Hattie and Timperley, 2007**).

3. **Reputation:** The factor consists of the item that is important for higher learning institutions in projecting a professional image. **Helgesen and Nessel (2007)** suggest satisfaction to have positive relationship with student's perception of the university's reputation.

4. **Access:** It includes issues as approachability, ease of contact, availability and convenience of academic and non-academic staffs.

5. **Program issues:** It includes the item related to program flexibility, offering wide range of programs/ specialization, and quality program.

Competences

For ELT graduates, competence is not only the knowledge of the four main skills but also a set of abilities in order to execute them in performance. For example, *How to give a speech* is a competence that requires skills such as eye contact, intonation, etc. In this case, giving a speech does not only require knowledge about speaking, the way of acting while presenting a particular topic is what matters the most. If a student learns this competence, he or she will be able to apply it to many areas of his or her life, no matter what area he or she studies or work. So, it is a lifelong learning process.

Other definitions

Competence is a highly valued qualification that accounts for the effective use of one's knowledge and skills in an specific, usually complex context (**Journal of curriculum studies, 2001**).

According to The Life Long Learning Programme (2006), Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment.

Learning competences means that students do not focus on the learning process or the language knowledge. Instead, it means they meet the expected outputs around goals which are explained by teachers, university lecturers, researchers, etc. **As Docking (1994) says** "The focus moves from what students know about

language to what they can do with it". This improves the quality of teaching and student's learning

In order to manage some competences, students must acquire: knowledge (vocabulary, grammar and verbal interaction of a language); skills (understanding of spoken and written language); and a positive attitude (cultural differences and diversity). Taking account the three previous elements, **the Common European Framework Reference (CEFR) for Language Competences in 2001** states that the main language competences are:

1. *Ability to learn (know how to learn)*: the ability to engage in new experiences, and to integrate new knowledge into existing knowledge.
2. *Linguistic competences*: deals with formal characteristics of a language such as phonology, morphology, lexicon and syntax (the structure of a language).
3. *Discursive competences*: Capacity to build and organize an oral discourse.
4. *Sociocultural competences*: concerns the sociocultural conditions of a language use, such as e.g. politeness or social group repertoires.
5. *Pragmatic competences*: covers the functional use of a language, for example, the use of specific scenarios of how to act in a given social event or how to participate in a job interview.
6. *Intercultural*: concerns the knowledge of cultural values of the language speaking countries.

The learning of competences acts as an agent of change in the improvement of education, training programs, curriculums' planning, assessment, and mostly teaching and students learning **(Competency-Based Education, 2007)**.

ADVANTAGES

The main advantages of tracer study are that it provides complete up-to date information on the state of the employment of graduates. Repeated tracer studies with different groups may lead to discover of trends or effectiveness of programs and institutions. Through tracer study, an institution able to evaluate the quality of education given to their graduates by knowing the graduates placements and positions in the society which later can used as a benchmark in producing more qualified and competitive graduates

DISADVANTAGES

The main disadvantages of tracer study are low questionnaire response rate

Tracer studies do not prove if the results found were direct results from the program

Can tracer studies be effective?

The effectiveness of these studies does not consist just in the results it obtains, but in the changes that are made with them. It must be remembered that the production of data on students and their careers is just the first stage prior to decision-making.

There are some reasons why the data that is collected is not used. First of all, data heterogeneity is one explanation. This occurs when each department generates its own protocol without taking into account the possibility of comparing data. Second, lack of knowledge of managing statistics is another explanation. It could be possible that authorities do not understand the statistics provided. Third, the need for a quick figure is the next explanation. University decision makers prefer to refer to a single figure, which is easy to remember, rather than determine the conditions in which the figure in question was generated. Finally, reticence and resistance to change can occur, which are linked to the teaching performance conditions within the university, or the nature of the university's decision-making process

Methodology

This trace study is a qualitative research, which main purpose is to collect information from graduates in order to identify the weaknesses and strengths that the 1999 program had. To achieve this goal a questionnaire is going to be applied. This questionnaire focuses mainly on three parts: graduates' profile, relationship with the alma mater and the English department, and graduates' situation in the labor market. It was decided to use different types of questions because that gives the opportunity to collect the specific data we need.

The types of questions used are: **Dichotomous, Multiple Choice, Open-Ended, and The Demographic Question, also Rating Scale, and Semantic Differential Scale.** The questionnaire contains a variety of ranking statements (**Likert scale, 1932**) which are presented in order of Extremely Unsatisfied (1), Unsatisfied, Somewhat Satisfied, Satisfied, and Extremely Satisfied (5) as well as multiple choices statements and open-questions with short and long answers.

Babakus and ManGold(1992) suggested that five-point Likert would reduce the "frustration level" of respondents and increase response rate and quality. Therefore, it has been decided to use a 5-pointLiker scale because it is simple to construct and likely to produce a high reliable scale.

The surveys were administered over the internet and face-to-face "The Web offers significant advantages over more traditional survey techniques even though there are still serious methodological challenges with using this approach." (Blaxter, Hughes, and Tight, 2006) Currently coverage bias or the fact significant numbers of people do not have access, or choose not to use the Internet. The reason for doing it in this way is because it is easier to reach people and for instance to get a better response rate.

Instrument validity and reliability

To establish the validity of the instrument, Professor Manuel Rivera who was tutoring this group, conducted a review of the items and suggested a few modifications.

There were different sets of items on the surveys that were intended to evaluate the same point; this was intended to measure reliability by administering different versions of the same question and comparing the answers from the two versions in order to evaluate the consistency of results across alternate versions.

Population and Sample

UNAN provided a list of graduates names, phone numbers and email addresses from the list a total of 36 students were taken as population and once the instrument had been validated, a sample of 17 graduates of the English Major at the National Autonomous University of Nicaragua (UNAN-Managua); over the period 2010-2013 were selected and invited to take the questionnaire at their convenience.

Variables

Graduates profile

- A.** Socio-demographic data.
- B.** Educacional background.
- C.** Sources of financing for university studies.

Relationship with the alma mater and the English department

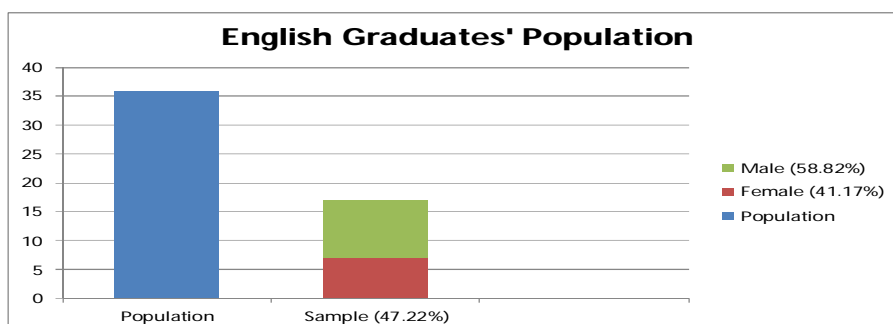
- D.** Satisfaction with the study conditions, instruction, and support received.

Graduates´ situation in the labor market

- E.** Employment searching and work transition.
- F.** Employment and Job.
- G.** Job and competences, relationship between studies and working field.

Results

36 persons stated they were able to answer the survey, out of this 36 persons 17 persons were surveyed that means that the sample was 47.22 % present of the given population out of this 47.22% we found that 41.17 were women and 58.82 male



41.17 were in ages among 20-25

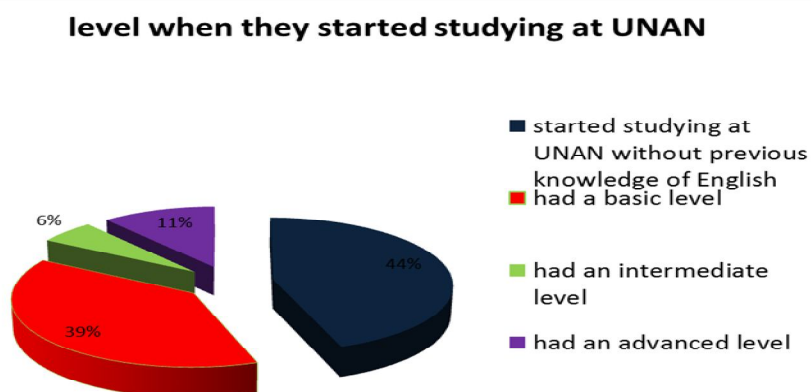
35.29 were in ages among 26 to 30

11.76 were in ages from 30 to 35

The other 11.76 of our sample were in ages over 35

Level when they started studying at UNAN

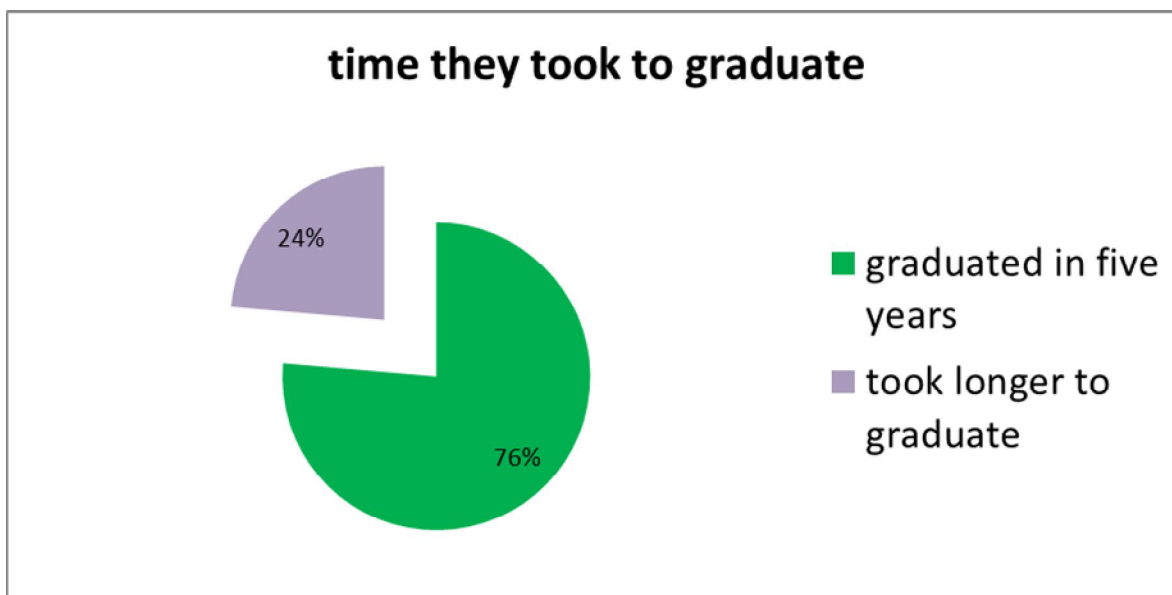
It is important to know the level graduates had before they started studying that way we can determine what portion of the progress they reached was a direct result of the program



The graphic shows that the vast majority of the students started studying at UNAN with a very basic knowledge of the language only 11% of them admitted they started studying at the university with an advanced English level.

Time they took to graduate

It is also important to take into consideration the difficulty of the program usually it is said that's the main reason why students take longer to graduate in the case of this study it was found that the grade of difficulty of the program represented only 25% of the reasons why students didn't graduate on time

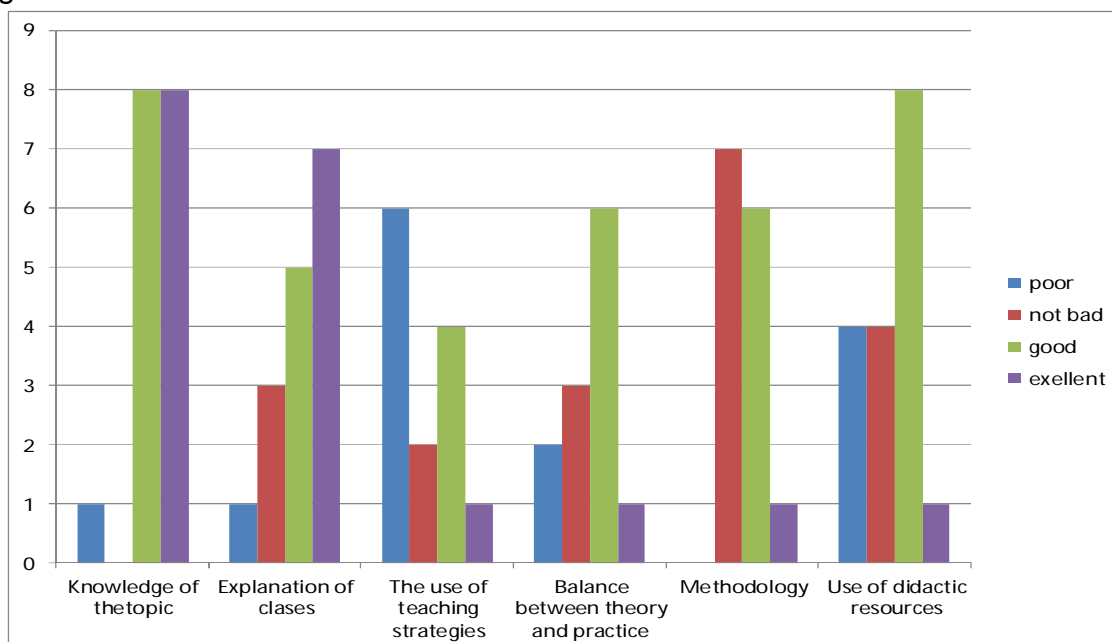


From the 24% of students who didn't graduate on time

25% said it was because they had to travel (was from the regular courses)
25% said it was because they didn't pass some classes (from regular courses)
25% said it was because of a problem with his job (from Saturday courses)
The other 25% didn't give any reason (from Saturday courses)

How do they evaluate teachers?

it is usually said that the main reason why students are not interested on the classes or don't understand the teachers is because teachers are not using the didactic materials properly or because they don't manage the topic very well. In this research it was found that the main reason why students are not satisfied with teachers is because even though they master the subject they are not using Teaching Strategies that Complement Learning styles, in contrast, they evaluate the methodology as not good enough and the knowledge of the subject as very good.



Knowledge the topic 47.05 excellent 47.05 Pretty good 5.88 poor	Explanation of the classes 41.17 excellent 29.41 good 17.64 Not bad 5.88 poor	The Use of Teaching Strategies that Complement Learning styles 5.88 excellent 23.52 good 11.76 not bad 35.29 poor
Balance between theory and practice 5.88 excellent 35.29 good 17.64 not bad 11.76 poor	Methodology 5.88 excellent 35.29 good 41.17 not bad	Use of didactic resources 5.88 excellent 47.05 good 23.52 not bad 23.52 poor

Evaluation of English skills learned

Other than the teachers they evaluated the quality of the program in regards of the English skills

Speaking

In regards of speaking almost half of them agreed that the program needed a lot of improvement (47%)

Listening

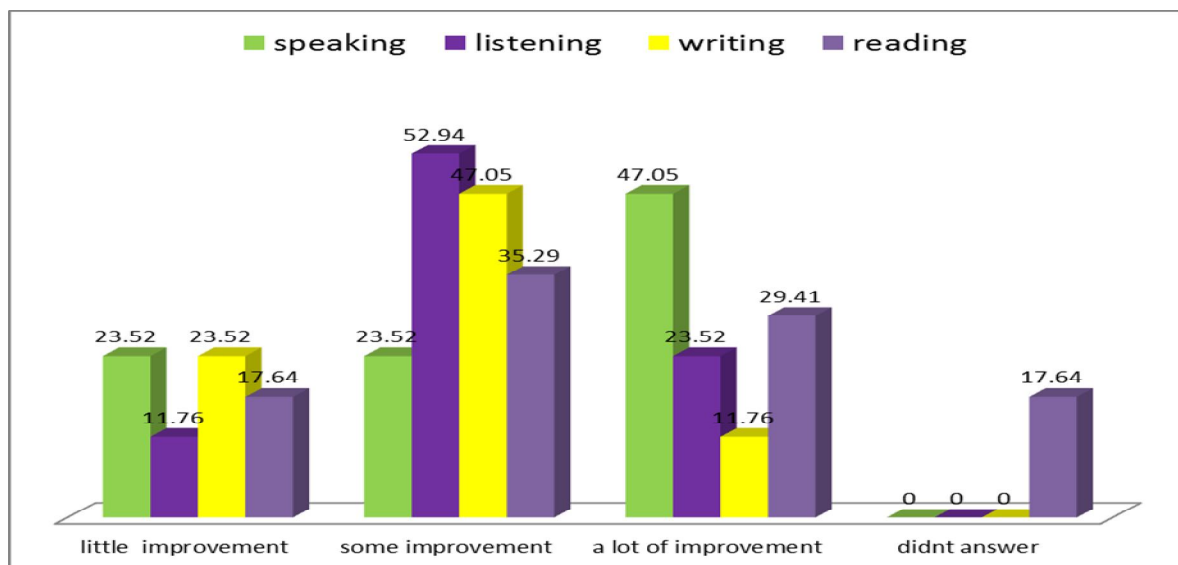
In regards of listening the majority agreed that the program needed some improvement but not in a critical level (52%)

Writing

Almost half of the graduates that were surveyed said the writing skill needs some improvements (47.05)

Reading

The majority of the students who answered this one said the program needed improvements in this area (29%)



How do you evaluate classes related to pedagogic aspects?

Graduated students demonstrated to be very satisfied with classes concerning pedagogic aspects

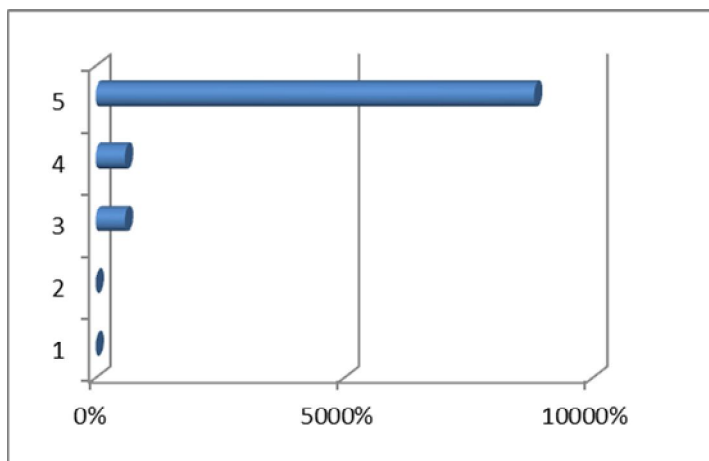
5. Excellent 88.23

4. Good 5.88

3. Not bad 5.88

2. Bad 0%

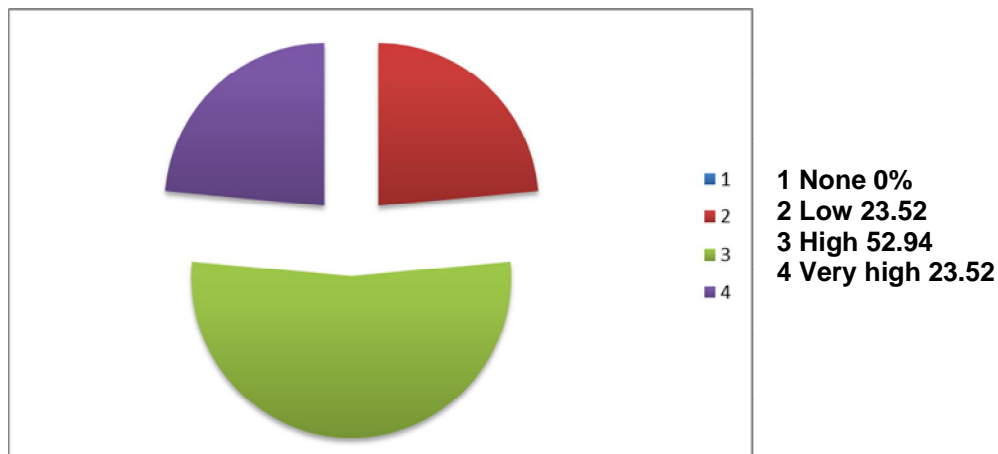
1. Very bad



What amount of the knowledge acquired at UNAN is being used on their Jobs?

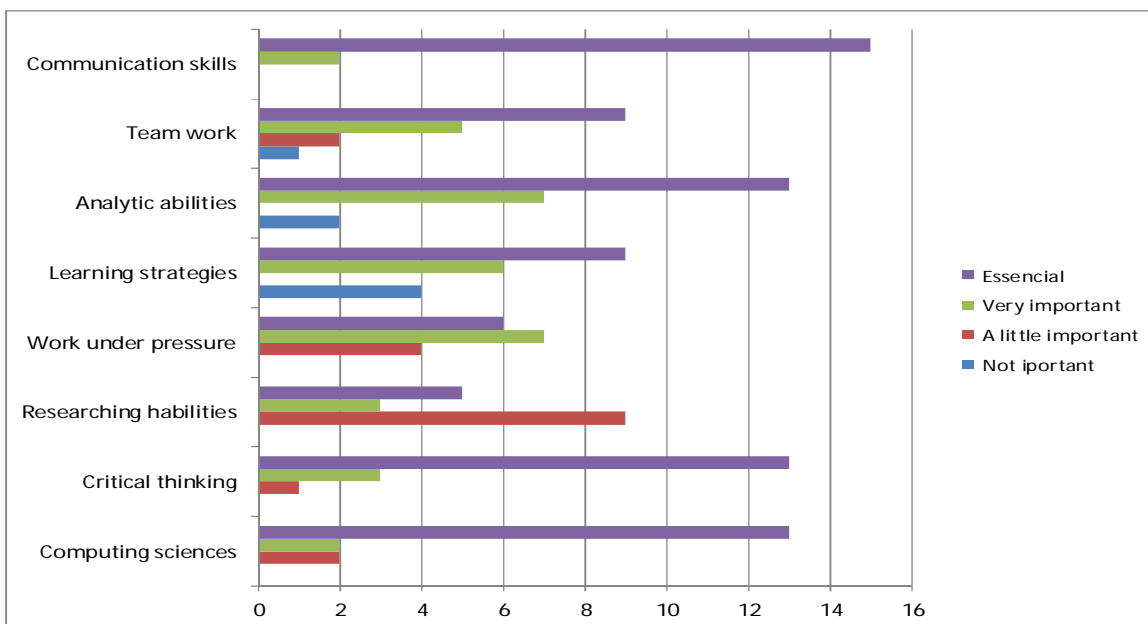
It's important to notice that the majority of the graduates consider that the knowledge acquired at UNAN is being used on their jobs
And 66.67 % of the people who said the amount of knowledge acquired at UNAN is low are the ones who started studying with an intermediate English level

What amount of knowledge from UNAN they are using on their jobs?



Skills required on their current Jobs

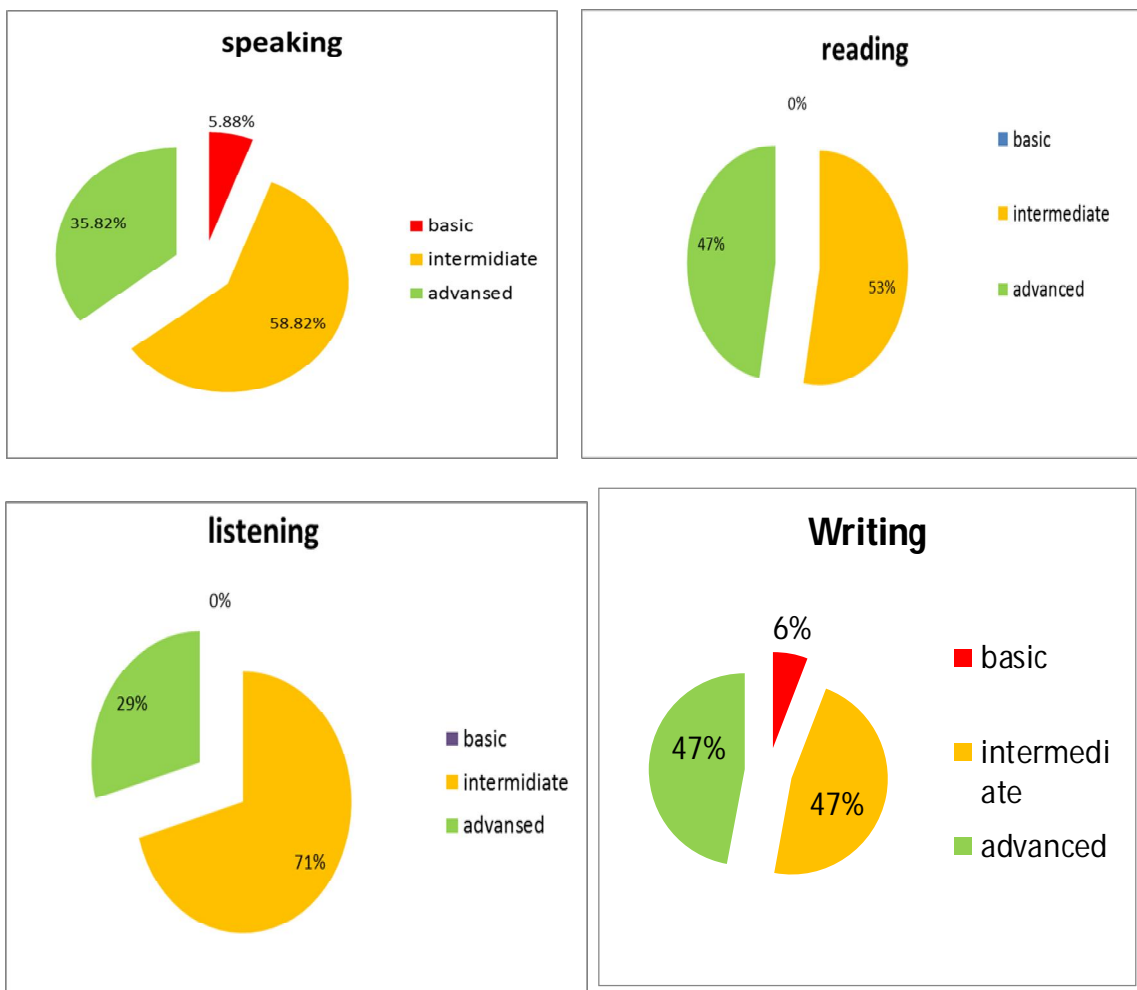
On the following graphic we can notice the importance of skills as critical thinking, and communication skills, its important to notice that computing sciences shows to be as important as critical thinking on the graduates current job, and unfortunately computing was not part of the programm.



computing sciences	How important is critical thinking	Researching abilities	Work under pressure
Not important 0%	Not important 0%	Not important 0%	Not important 0%
A little important 11.76%	A little important 5.88	A little important 52.94	A little important 23.52
Very important 11.76	Very important 17.64	Very important 17.64	Very important 41.17
Essential 76.47%	Essential 76.47%	Essential 29.41	Essential 35.29
Learning strategies	Analytic abilities	Team work	Communication skills
Not important 23.52	Not important 11.76	Not important 5.88	Not important 0%
A little important 0%	A little important 0%	A little important 11.76	A little important 0%
Very important 35.29	Very important 41.17	Very important 29.41	Very important 11.76
Essential 52.9	Essential 47.05	Essential 52.94	Essential 88.23

Level when they finished they're studies at UNAN

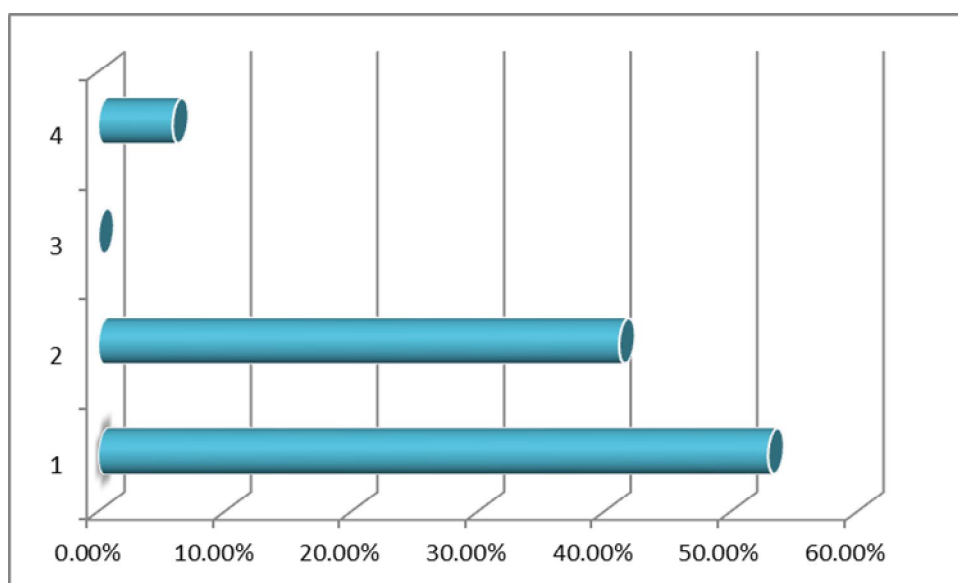
This is the level where students considerate they are now they have already graduated



On the graphics we can notice that the majority of the graduates are evaluating their level as intermediate or advanced, but it is concerning to notice a portion of them are still placing themselves on a basic level.

What English level is required on their current jobs

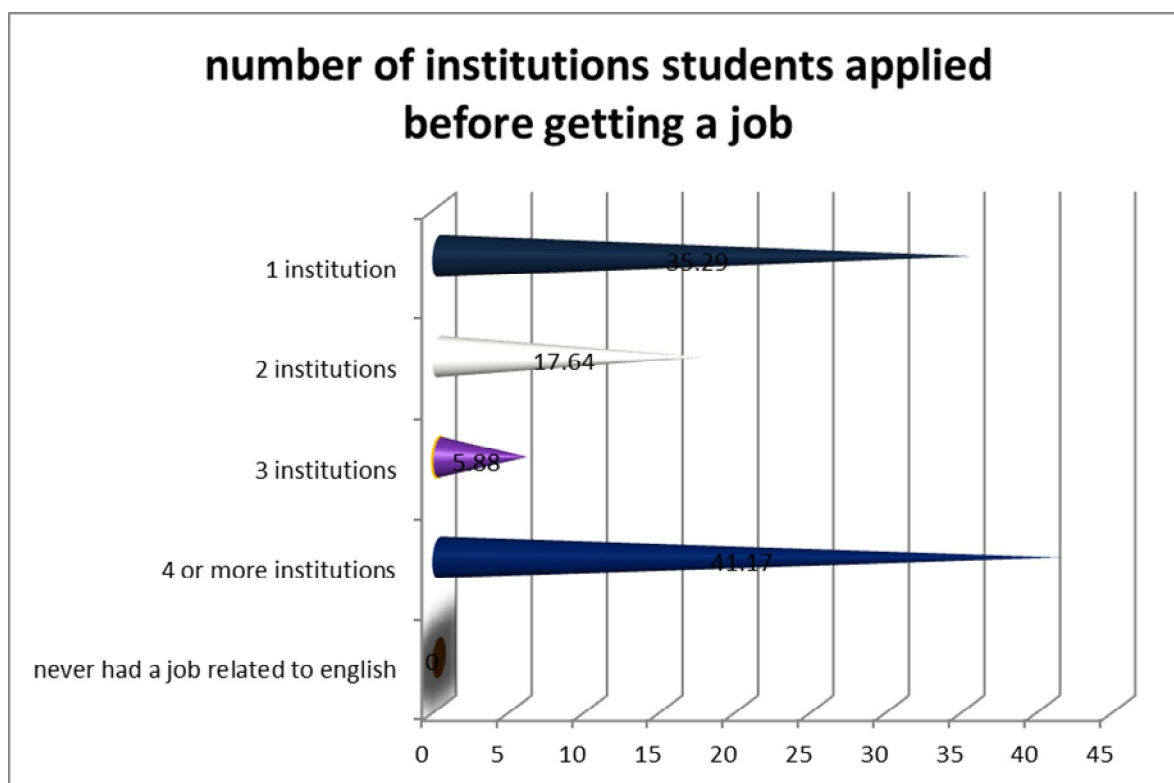
- 1 Higher than the one learned at UNAN 52.94
- 2 The same level i reached at UNAN 41.17
- 3 A lower level than the one I reached at UNAN 0%
- 4 I don't need a university degree 5.88



In this result is important to notice that half of the graduated students say that the English level required on their jobs is higher than the one they learned from UNAN

What is the amount of institutions or companies they had to get in contact with before getting their first job related to English or teaching?

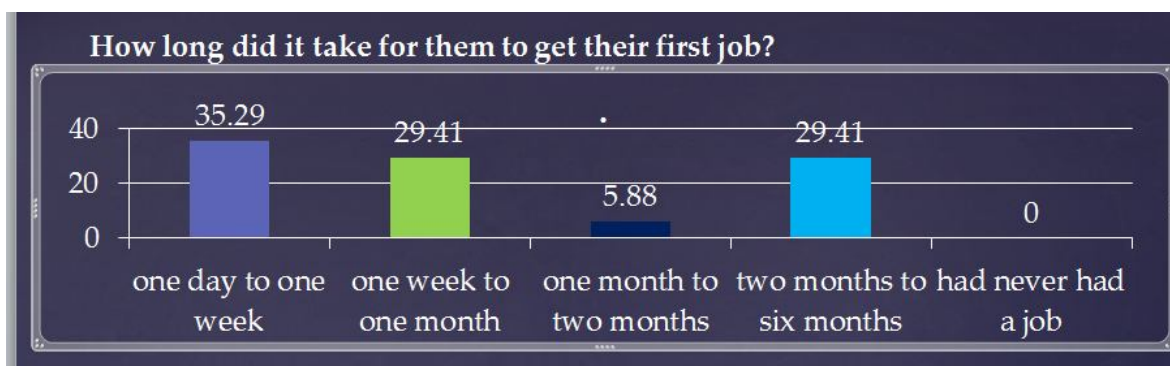
1. Have never had a job related to English or teaching 0%
2. 4 or more institutions 41.17
3. 3 institutions 5.88
4. 2 institutions 17.64
5. 1 institution 35.29



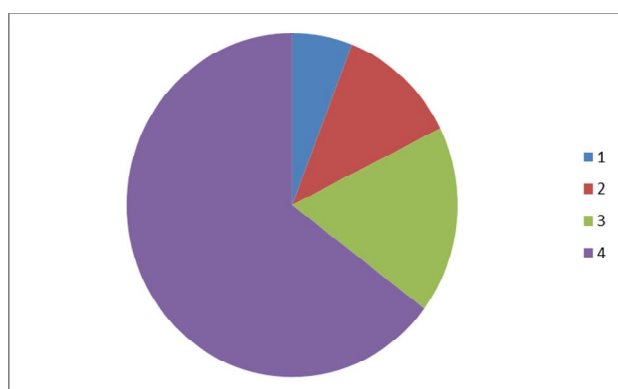
On these results we can see that all of the graduates have had jobs related to the degree and also 52.93% of the graduates got the job after applying to one or two institutions

How long did it take for them to get their first job?

It's impressive to see that the majority of the graduates got a job in less than a month, specially taking into consideration that they were just graduated when they got them and it is said that in Nicaragua unemployment is one of the biggest problems faced in our days.



How much are they earning a month?



- 1) 3500-4500 a month 5.88
- 2) 4500-6000 a month 11.76
- 3) 6000-8000 a month 17.64
- 4) More than 8000 a month 64.70

It's important to note that the minimal income of a teacher goes from 4500-6000 cordobas a month; the majority of the graduated students who were surveyed are earning more than 8000 cordobas a month.

Conclusion

The main objective to develop this study was to identify the weaknesses and strengths in relation to the curriculum

The main issues on the 1999 plan were:

1. The majority of them encountered that they needed a higher English level for their jobs
2. There is not a good balance between theory and practice,
Teachers demonstrate lack of interest in implementing new teaching strategies that would complement the different learning styles of the students
3. Program needs to focus more on the development of speaking and writing skills
4. Computing science should be included in the program
5. There is a need to reinforce soft skills like critical thinking, learning strategies, team work and communication skills as they are essential on the graduate's current jobs

The main strengths found were:

1. The amount of knowledge acquired at UNAN that is being used on their Jobs is high
2. All of the graduates have a job related to English or/and teaching
3. The majority of them (64.7) got a job in less than a month
4. Graduated students demonstrated to be very satisfied with classes concerning pedagogic aspects

Recommendations

1. *The English level offered by the university should be higher*
2. *Teachers should focus more in providing a balance between theory and practice*
3. *It is recommendable to use a variety of activities on the class as not all the students learn the same way*
4. *There should be more focus on speaking and writing*
5. *Computing **science** should be included in the program as it is considered as important as critical thinking*
6. *There should be reinforcement in soft skills as critical thinking, learning strategies, team work and communication skills as they are essential on the graduates current jobs*

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ANNEXES



**Universidad Nacional Autónoma de Nicaragua
UNAN-MANAGUA**

Facultad de Educación e Idiomas

**Encuesta del Estudio de seguimiento de estudiantes graduados de la
Carrera de Inglés
Cohorte 2011-2013**

Estudio de seguimiento a graduados

El departamento de Inglés de la UNAN-Managua desea obtener información acerca de las percepciones que los estudiantes graduados tienen acerca del programa de estudio que les ayudo a prepararse. Por medio de esta encuesta, ayudarán a contribuir con el proceso de transformación curricular de la carrera de inglés.

Los datos que nos proporcionen serán confidenciales y los resultados se darán a conocer de manera general. Por lo tanto, su colaboración será de gran ayuda en aras de mejorar el programa de estudio de inglés.

N° DE CASO:

I. DATOS GENERALES

Marque con una equis (x) en el lugar que corresponda.

Genero	
Femenino	Masculino

Zona en que se ubica su residencia	
Urbana	Rural

Edad			
20-25	26-30	30-35	35+

Marque con una X la casilla que corresponda a el tipo de colegios al que usted asistió antes de iniciar la carrera en UNAN			
publica	privada	Semiprivada	Asistió a ambos tipos

Marque con una X su Lugar de origen					
Chinandega		Madriz		Nueva Segovia	
León		Estelí		Chontales	
Managua		Jinotega		RAAN	
Masaya		Matagalpa		RAAS	
Ganada		Boaco		Rivas	
Carazo					

. ASPECTOS ACADÉMICOS

Marque con una equis (x) en el lugar que corresponda.

En la siguiente tabla marque el nivel que usted considera haber tenido en el idioma ingles en el momento que usted **comenzó a estudiar la carrera en UNAN**

	Principiante	Básico	Intermedio	Avanzado
1.Escucha				
2.Habla				
3.Lectura				
4.Escritura				
5.Gramatica				

. Durante sus estudios, usted recibió algún tipo de ayuda financiera? *Marque con una equis (x) en el lugar que corresponda.*

Beca Interna	
Beca Externa	
Becas Alba	
Su familia le ayudo con sus estudios	
Usted pago sus estudios	
Otro? (favor especificar)	

¿En qué año se graduó? Por favor solo seleccione una de las siguientes opciones:			
2010	2011	2012	Poco después del 2013

¿Se graduó en el tiempo estimado para su programa? (5 años)

Sí	No

Si su respuesta es **No** en la pregunta anterior, ¿Cuál(es) de las siguientes razones causaron su retraso? Puede seleccionar más de una respuesta, según convenga:

Problemas de salud	
Asuntos familiares	
Asuntos laborales	
Problemas económicos	
Vivía muy lejos	
Reprobó clases	
Salió fuera del país	
Otro (Favor especificar) :	

¿Recibió algún curso y/o capacitación adicional en el área de inglés? Después de terminar la carrera Puede marcar más de una, según convenga (especifique el tipo de capacitación si su respuesta es positiva)

Antes de comenzar la carrera	
Durante cursaba sus estudios.	
Después de egresar. Por favor, especifique	
No recibió ninguna preparación adicional	

GRADO DE SATISFACCION CON EL PROGRAMA

Primeramente se evalúa de manera general su opinión acerca de su programa de estudios y luego se pondrá énfasis en las habilidades adquiridas.

Marque con una equis (x) en el lugar que corresponda.

Después de graduarse de la UNAN-MANAGUA, en general ¿Cuál es su grado de satisfacción con respecto al programa de estudio de inglés? Utilice una escala de 1 a 5, donde 1 es la valoración más baja y 5 la valoración más alta. Marque con un ✓ en el lugar que corresponda.

1.Nada satisfecho@	2	3	4	5.Totalmente satisfecho@

En base a la respuesta anterior cuál de los siguientes factores influyo en mayor medida a su respuesta

Maestros	
Las clases relacionadas a aspectos pedagógicos	
Las clases relacionadas a el idioma ingles	
las condiciones del centro y funcionarios	
los horarios	
el sistema de evaluación	
Otros ¿ Especifique:	

Marque con una equis (x) en el lugar que corresponda.

En la siguiente tabla marque el nivel que usted considera haber tenido en el idioma inglés en el momento que usted **finalizo de estudiar la carrera en UNAN**

	Principiante	Básico	Intermedio	Avanzado
1.Escucha				
2.Habla				
3.Lectura				

Marque con una X la respuesta que sea más acertada en su caso en el recuadro

<u>Comprensión auditiva</u>	<u>Inicial</u>	<u>Básico</u>	<u>Intermedio</u>	<u>Avanzado</u>
Comprendo discursos y conferencias extensos, e incluso sigo líneas argumentales complejas siempre que el tema sea relativamente conocido.				
Comprendo casi todas las noticias de la televisión y los programas sobre temas actuales.				
Comprendo la mayoría de las películas en las que se habla en un nivel de lengua estándar.				

<u>Comprensión lectora</u>	<u>Inicial</u>	<u>Básico</u>	<u>Intermedio</u>	<u>Avanzado</u>
Soy capaz de leer artículos e informes relativos a problemas contemporáneos en los que los autores adoptan posturas o puntos de vista concretos.				
Comprendo la prosa literaria contemporánea.				

<u>Interacción oral</u>	<u>Inicial</u>	<u>Básico</u>	<u>Intermedio</u>	<u>Avanzado</u>
Puedo participar en una conversación con cierta fluidez y espontaneidad, lo que posibilita la comunicación normal con hablantes nativos.				
Puedo tomar parte activa en debates desarrollados en situaciones cotidianas, explicando y defendiendo mis puntos de vista.				

<u>Expresión oral</u>	<u>Inicial</u>	<u>Básico</u>	<u>Intermedio</u>	<u>Avanzado</u>
Presento descripciones claras y detalladas de una amplia serie de temas relacionados con mi especialidad.				
Sé explicar un punto de vista sobre un tema exponiendo las ventajas y los inconvenientes de varias opciones.				

<u>Expresión escrita</u>	<u>Inicial</u>	<u>Básico</u>	<u>Intermedio</u>	<u>Avanzado</u>
Soy capaz de escribir textos claros y detallados sobre una amplia serie de temas relacionados con mis intereses.				
Puedo escribir redacciones o informes transmitiendo información o proponiendo motivos que apoyen o refuten un punto de vista concreto.				
Sé escribir cartas que destacan la importancia que le doy a determinados hechos y experiencias.				

Cuanto de su conocimiento en las siguientes habilidades usted considera **son directamente resultado de su estudio en UNAN**

	La minoría	la mayoría	todo
Habla			
Escucha			
Escritura			
Comprensión Lectora			

¿En qué habilidad cree usted que el programa debe mejorar?

	Poco	Algo	Mucho
Habla			
Escucha			
Escritura			

Comprensión Lectora			
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Justifique brevemente su respuesta

Recomendaría estudiar inglés a otros en la UNAN-MANAGUA. Marque con un ✓

Si	No

Si su respuesta es No en la pregunta anterior, describa ¿por qué?

Con respecto a la instrucción recibida en el aula de clase, ¿Cómo evalúa usted los siguientes aspectos? Utilice una escala de 1 a 5, donde 1 es la valoración más baja y 5 la más alta. Por favor seleccione una sola respuesta para cada aspecto:

	Pobre				Excelente
	1	2	3	4	5
1. Dominio y conocimiento del tema por parte de los maestros					
2. Explicación de las clases					
3. Aprendizaje en el aula					
4. Uso de Recursos didácticos					
5. Metodología					

6. Retroalimentación					
7. Balance entre teoría y práctica					
8. Implementación de estrategias para complementar los diversos estilos de aprendizaje					
9. Actualización de conocimientos					

Durante sus estudios, ¿Usted fue motivado a usar o dispuso de recursos académicos como Librería, Resource Center, Laboratorio?

Si	No

¿Con que frecuencia?

	Nunca	Casi nunca	A veces	Frecuentemente	Siempre
Laboratorio					
Librería					
Resource Center					

¿Cómo evalúa la actitud del maestro con respecto a los estudiantes en el proceso enseñanza-aprendizaje? Utilice una escala de 1 a 5, donde 1 es la valoración más baja y 5 la más alta. Por favor seleccione una sola respuesta para cada aspecto:

	Totalmente desacuerdo				Totalmente de acuerdo
	1	2	3	4	5
Son abiertos a sugerencias					
Son Accesibles					
Motivadores					
Fomentan la Participación					
Son dinámicos					

Durante sus estudios, usted:

Trabajo antes de graduarse	
Trabajo todo el tiempo que duraron sus estudios	
Trabajó solo algunas veces	
No trabajo	

¿Ha trabajado o trabaja en un área relacionada a su carrera? Marque con una equis (x)

Si	No
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Si la respuesta es **Sí** en la pregunta **anterior**, ¿En qué momento?:

Antes de graduarse	Después de graduarse	Todo el tiempo

3.2. ¿Trabaja en una o más de una entidad de trabajo? Por favor seleccione solo una de las siguientes opciones:

Si	No, solo en un lugar	Está desempleado

Qué clase de trabajo ejerce actualmente

Maestro Colegio privado	
Maestro Academia de ingles	
Call Center	
Maestro Por cuenta propia	
Maestro de colegio publico	
Otro (Favor especificar)	

¿Qué cantidad de lo conocimientos adquiridos en la carrera ha aplicado en el trabajo? Marque con un ☒ una sola respuesta.

Nula	Muy baja	Baja	Alta	Muy alta

Indique en la siguiente tabla que otros conocimientos han sido requeridos y en qué medida

	Muy poco 1	2	3	4	extremadamente necesario 5
1.computacion					
2.un tercer idioma					
3. Soporte y atención a usuarios					
4. Dominio de herramientas informáticas de diseño gráfico, diseño digital y fotografía					
5. Soporte técnico en mantenimiento preventivo y correctivo					

Otros:

¿Cuál es el nivel de conocimiento de inglés necesario para ejercer el empleo que usted realiza actualmente?

1	Un nivel más alto que el que estudié en UNAN	
2	El mismo nivel que estudié en UNAN	
3	Un nivel más bajo del que estudié en UNAN	
4	No se necesita grado o título universitario en mi empleo actual	

¿Cuál es la importancia de las siguientes disciplinas en su área de trabajo?

	nada 1	Poco 2	Mucho 3	indispensable 4
Computación				
Pensamiento critico				
Habilidades de investigación				
Trabajo bajo presión				
Estrategias de aprendizaje				
Habilidades analíticas				

Trabajo en equipo				
Habilidades de comunicación				
Otros idiomas				

Marque con una x la cantidad instituciones o compañías que contacto antes de encontrar su primer empleo relacionado a la carrera

1	2	3	4 ó más	Nunca he tenido ningún empleo relacionado a la carrera

Marque con una *x* la opción que corresponda a cuánto tiempo le tomo a usted encontrar su primer empleo con relación a la carrera

De 1 día a una semana	
De una semana a un mes	
De un mes a dos meses	
Dos meses a seis meses	
Nunca he tenido ningún empleo relacionado a la carrera	

Cuál es la cantidad de horas que trabaja a la semana

48 hrs	
42 hrs	
40 hrs	
12 hrs	
Otra (especifique	

Escriba una x al lado de la cantidad que aplique al salario que recibe mensualmente

3500-4500	
4500-6000	
6000-8000	
Más de 8000	

¡Gracias por su participación;